

# Distance Learning

# What is Google Classroom?

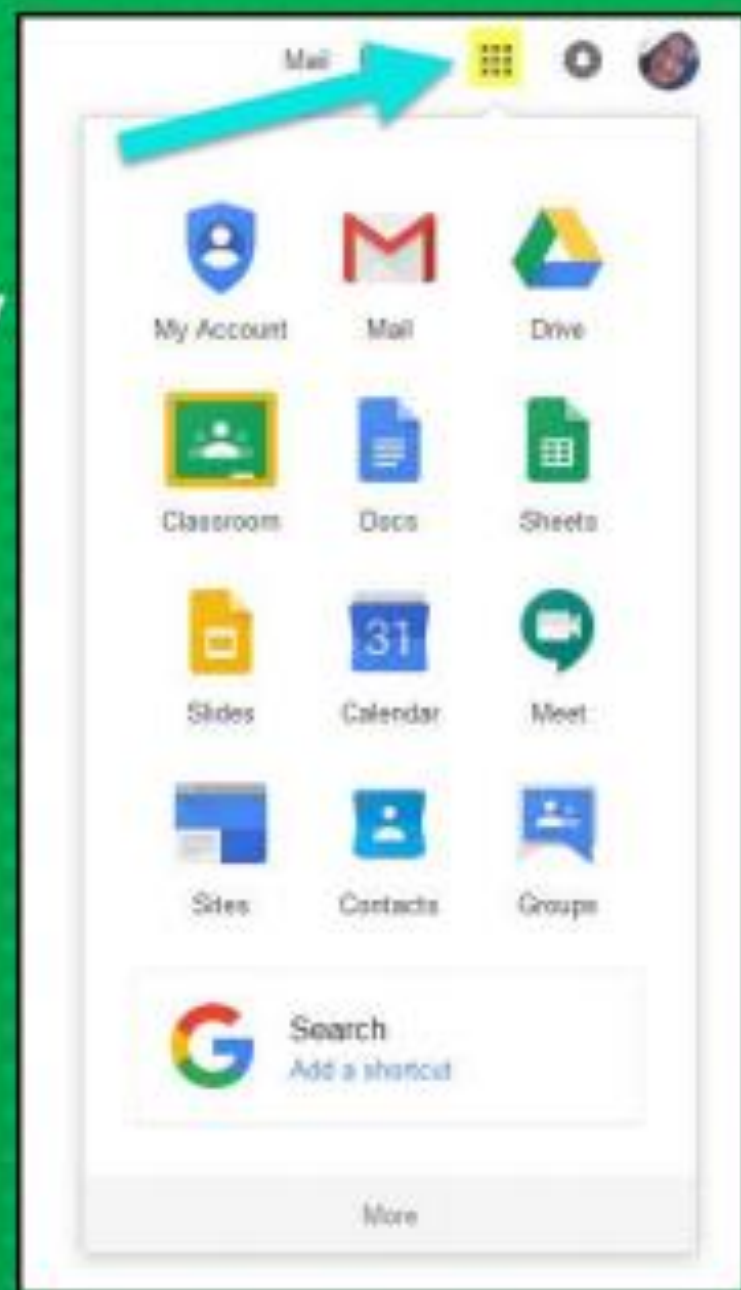
Think of Google Classroom (GC) as your child's digital link to learning.

Teachers use GC to share assignments, homework, newsletters, and much more with students AND parents!



# GOOGLE SUITE

Click on the 9 squares (Waffle/Rubik's Cube) icon in the top right hand corner to see the Google Suite of Products!



# ACCESS

# ANYWHERE



**ANDROID**



**IPHONE**



**TABLET**



**DESKTOP**



Example of  
Google  
Classroom in  
Use

# What is Distance Learning?

Many online learning experiences provide students with the same learning opportunity as face-to-face instruction, but with a different delivery method. Students can work at their own pace, allowing them to have ownership of their learning, which may not always be possible in a face-to-face classroom. — Online Teacher

# Attendance

- Teachers will need to monitor student attendance daily by creating an attendance multiple choice assignment. Elementary teachers will send daily attendance to the school clerk so it can be logged into PowerSchool. Secondary teachers will need to log class attendance in PowerSchool.
- Monitoring attendance/ chronic absenteeism:

# Communication

- Effectively communicating with the students in your online classes increases the likelihood that they will remain engaged and will attend to the assignments regularly. However, as educators, we need to do more than just maintain our students. We must provide them with a sense of community while enrolled in online classes to avoid the sense of isolation that some online students experience.
- One day per week has been set aside for connection and communication purposes.



# School Connectedness Check In Day

- While many staff members are communicating with families frequently and monitoring and adjusting work loads as needed, providing a day focused on these important aspects of the teaching and learning experience will ensure greater equity for all students.
- To that end, each Wednesday will be used for maintaining connections to students and allowing students the opportunity to catch up on assignments. As such:
- No new work will be assigned. Teachers may post a task for students that does not require anything to be submitted (watch a video, interactive Internet activity, discussion board, AP practice test, etc.)
- Students will be encouraged to complete previously assigned work they may not have completed and/ or work that needs to be revisited after teacher feedback
- Teachers and support staff should dedicate time to reaching out to students and families.
- Teachers must still take student attendance on this day.

# Distance Learning Schedule

Teachers will be available to students, parents, and other staff between the daily hours of 9:00 am thru 1:00 pm. Teachers will be available to administration for the regular workday, inclusive of contractually required before/ after school meetings.

# Expectations

## **Teachers are expected to:**

- Post all assignments to Google Classrooms by 9:00 am each school day
- Be available from 9:00 – 1:00 on School Closure workdays in order to:
  - Develop and post assignments (more specific guidance is forthcoming)
  - Communicate with parents, students, and HPS staff Monitor student progress and provide timely feedback.
  - Maintain and update all grades and/or feedback weekly

# Elementary Assignments

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
<b>Reading</b>	<u>Up to 45 min/day</u> Independent Reading (includes mini lesson or shared reading) 20-25 min/day Lexia 15 min/day Writing about reading 5min/day (2-3x per week) Optional Read Aloud 10 min/day			<u>Up to 62 min/day</u> Alternate between mini lesson (5 min) and interactive read aloud (10 min)~average 6 min/day Lexia 20 min/day Independent reading 30 min/day Writing about Reading 6 min/day			
<b>Writing</b>	None			Optional 30 min/day 3x per week Or 18 min/day			
<b>Math</b>	Up to 45 min/day			Up to 60 min/day		Up to 60 min/day	
<b>Science</b>	Up to 45 min/week			Up to 90 min/week		Up to 45 min/week	
<b>Social Studies</b>	Up to 30 min/week			Up to 45 min/week			
<b>Health, PE, Art, Music and Media</b>	Up to 30 min/week each						
<b>English Learner</b>	Required minutes will be based on individual students' English Proficiency Levels. All Grade levels up to 90 min/week (Collaboration with EL Specialists will determine mode of delivery)						

# Secondary Assignments

## **Secondary**

- Hamden Middle School and Hamden High school students will complete daily assignments from their currently scheduled courses. Each course will provide up to 25 minutes of work per day; 2-3 assignments weekly. Directors will provide additional guidance to departments. Teachers must check in on student attendance and work completion daily.

### Exception:

- AP or ECE courses will follow regular expectations with more time dedicated to complete the requirements for those courses

# Standardized Tests

- AP Testing- The College Board is developing secure 45-minute online free-response exams for each course
- SBAC and School Day SAT have been cancelled
- Currently, the College Board has suspended SAT and Subject testing.
- The district has suspended NWEA testing for this year

# English/Language Arts Learning K-12

- Elementary students focus on foundational skills, reading, and writing about reading.
- All elementary students use Lexia, a research-based computer program that teaches foundational skills, vocabulary, and grammar.
- Students also independently read and will confer with teachers.
- Secondary students move back and forth between reading and writing. Teachers reach out to students and confer where possible.
- Secondary students also are encouraged to independently read.
- Collaboration meetings with teachers focus on engagement -- locating and use of resources that promote student engagement.

## Social Studies Distance Learning K-12

- K-6 students are no longer required to submit work for the majority of articles/videos/websites teachers post
- 7-12 teachers have been asked to limit the amount of textbook/Q&A assignments they give, and find engaging articles and videos for students to work with, requiring more inquiry and independent thinking
- All teachers received an outline of suggested weekly topics and activity suggestions, along with updated resources they could utilize for planning and instructing



# Math Distance Learning K-12

- Math Curriculum Grades K-12 emphasizes instruction on priority math standards in each grade level and/or course
- Typical Lesson Structure (only for new learning):
  - **Instructional Tutorial** such as teacher-created videos or presentations
  - **Lesson Practice** via Google Forms, Desmos, or other digital platform
  - **Additional Activity** such engaging task, game, learning on digital program
  - **Weekly Check-in Assessment (not summative)** to help address specific student needs
- Math Teachers, Math Specialists, and Math Director collaborate weekly to plan and design lessons for following week
- Implementation of HMS and HHS Math Lab using two math tutors to help support students needing additional help

## HPS Science Distance Learning, K-12

- **Goal:** to engage ALL students in science that is relevant to their lives. At each grade, content has been selected that is most conducive to at-home learning.
- **Lessons:** involve a variety of formats, including *videos, games and simulations, short readings from online textbooks* (which are more interactive in nature), *adaptive practices*, and optional *enrichment opportunities* (hands-on activities)
- **Support for teachers:** all teachers have been provided with a shared matrix of online resources tailored to grade band (K-6) and subject taught (7-8, 9-12). Director meets several times a week with K-6 Science Specialist and weekly with HMS and all HHS subject areas (biology, chemistry, Earth Science, etc.)
- **7-12 teachers** work collaboratively to plan lessons that are most likely to engage students in course content, and adhering to 2-3 weekly assignments
- **K-6 teachers** are sent a weekly plan that is flexible in its offerings and which can be completed in time allotted to science (see example, next slide)

**Grade 2 NGSS Performance Expectation:**

2-ESS2-2: Develop a model to represent the **shapes and kinds of land and bodies of water in an area**

2-ESS2-3: Obtain information to **identify where water is found on Earth and that it can be solid or liquid**

## **Week of 4/20: Bodies of Water**

**This is the main lesson:** [Generation Genius - Oceans, Lakes and Rivers](#)

**Literacy:** *Reading Material* in Generation Genius Lesson

**What students do:** Any level of *Exit Ticket* in Generation Genius Lesson

**Interactives:** [States Of Matter / States of Water](#) OR [Hot Water Cold Water](#)  
OR [Plum's Island Explorer](#) AND [Why is the Ocean Salty?](#) (Mystery Science)

**Videos:** [Peep and the Big Wide World - The Very Big Rock](#) OR [Water, Water Everywhere](#)

**Enrichment and/or Virtual Field Trips:** [Lake Formation](#) (*DIY* in Generation Genius) OR [DIY Oobleck](#)



## Distance Learning Plan

### ENGLISH LEARNERS

### WORLD LANGUAGE STUDENTS

#### FOCUS

- Engage students
- Keep it simple
- One weekly goal (aligned to the existing scope and sequence)

#### SUPPORT

- Weekly meetings with EL Specialists and WL Teachers by language and course
- Directors as 'Co-Teacher' to Google Classrooms
- A schedule of PD webinars that focus on teaching remotely and 'tech tools' to do so
- A resource folder in Google for all teachers to access
- Re-hiring our 2 EL Tutors who will pre-record videos to teach students explicitly & provide teachers with pre-recorded 'tech chats' on how to engage students in all four skills

#### TEACHING & LEARNING

- Post assignments w/ a plan for feedback
- Plan meaningful lessons with the 'end in mind' (UBD)
- Create activities for students to increase their proficiency in all 3 modes of communication
- Grade for completion (for now)
- Do not rely on low-level worksheets or packets
- Use multimedia, authentic resources
- Post pre-recorded videos for explicit instruction
- Use 'Imagine Literacy & Language' digital platform for individualized student plan (ELs)

# Visual Arts Distance Learning K-12

- **Goal: to keep students engaged in thinking like artists**
- K-12 students receive a weekly assignment which allows them to use whatever artistic tools might be available to them
- Example: Create a color wheel using any appropriate objects found in your home.



- We have adapted several high school courses. Ex. Ceramics is now exploration of 3-D art with both hands on and research components.
- Daily check-ins with individual teachers. Weekly collaboration meetings have helped all teachers share their resources and individual strengths.

# Music Distance Learning K-12

- **Goal: to keep students engaged in thinking like musicians**
- 4-12 instrumental students receive weekly instruction on their instruments. Alternatives given for the very few who don't have their instrument home.
- Secondary general music classes providing weekly assignments through various online resources.
- K-6 general music teachers are attempting to provide fun online activities which teach concepts in our curriculum including music theory, composition, listening and moving. Example: 5th grader created this soundtrack for a video game she conceptualized: <https://danielx.net/composer/#api-3qr9uehiblX-QtfACePXkdhTsFYUEjPFZahF9bsK5X4>
- Daily check-ins with individual teachers. Weekly collaboration meetings have helped all teachers share their resources and individual strengths.

# HEALTH & PE DISTANCE LEARNING

PE: Daily activity ideas that include muscular strength, muscular endurance, cardiovascular endurance and flexibility. Students are asked to keep a log, and post how they are feeling before and after workouts. Secondary are incorporating units based on our current curriculum. Information on various backyard games, sport, and activities are being taught.

Health: A list of mental health supports are visible on all teacher classroom pages. Daily check-ins to support students and their distance learning needs are taking place. Units according to our curriculum are being covered including but not limited to: Mental Health, Drug Education, Communicable/Non Communicable Disease, Human Growth and Development and First Aid & Safety.

Weekly meeting are held with Elementary PE, HMS Health, HHS Health, HMS PE & HHS PE

# Media Centers Distance Learning K-12

- K-6 media specialists encourage students to explore online resources available to them as HPS students, such as ebooks and encyclopedias, keyboarding and coding programs.
- 7-12 media specialists guide students to online resources that support their learning.
- All media specialists have supported parents, students and staff with troubleshooting technology issues. Additionally, media specialists are supporting staff by curating resources that support student learning and staff professional development.



# SRBI Distance Learning K-6

- Students who had been receiving interventions when schools closed are encouraged to participate in additional practice and/or activities that reinforce skills.
- SRBI Coordinators create or identify meaningful activities that keep students engaged with practicing specific, targeted skills. Coordinators communicate with parents of students who need individualized encouragement to engage with their learning.